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SCHOOL  
DEVELOPMENT  
IN THE SCHOOL YEAR  
1956/1957

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PRAGUE 1957

SCHOOL  
DEVELOPMENT  
IN THE SCHOOL YEAR  
1956 — 1957



PRAGUE 1957

*Introduction:*

The planned economic and cultural development of the Czechoslovak Republic, based on the directives for the second Five-Year Plan, resulted in further considerable progress of Czechoslovak education, both in quality and quantity, during the present school year.

I. SCHOOL ADMINISTRATION

The Ministry of Education, the Ministry of Culture and the State Office for Church Affairs were merged into a single Ministry of Education and Culture in 1956.

The authority of the Ministry of Education and Culture extends to schools of all grades and types, to school, educational, cultural and adult educational establishments, to enterprises with a cultural mission such as the film, radio, publishing houses, the book trade, to enterprises manufacturing school aids and equipment, and finally to enterprises providing for popular entertainment of the working people. A total of 128 of these units are under the direct competence of the Ministry of Education and Culture.

The Ministry of Education and Culture exercises in principle the following three functions:

1. A directing function which lies in ideological guidance and in the determination of educational methods, in drafting clear educational concepts and prospects.
2. A norm-forming function which is restricted to the most essential extent and concentrates on settling matters of principles.
3. A controlling function.

The establishment and closing down of schools and educational facilities are being carried out with the exception of universities, specialised schools and pedagogical schools by lower-level educational authorities in regions, districts and localities, within the framework of the approved

State plan of the development of the Czechoslovak national economy. These authorities ensure, on the initiative of the working people and with their participation, the material conditions for the continued development of the schools and educational establishments under their control.

A special place in the broadening of the authority of executive organs of National Committees is occupied by the further concentration of care for youth which has been carried out by transferring the socially legal protection of youth from the authority of the Ministry of Justice to the authority of the Ministry of Education and Culture. The tasks of the former offices for the protection of youth have been taken over on January 1, 1957 by the educational and cultural departments of the Councils of District National Committees as organs entrusted with the care for youth. This makes it possible for schools and the broad masses of the working people to play an increasing part in the continued development and intensification of the educational aspect of this activity and in the systematic implementation of preventive care in the education of young people.

The centre of gravity of school, cultural and adult educational work lies, after the decentralisation measures, on National Committees which administer a total of 41,461 units. Of these units a total of 23,322 (certain schools, libraries, adult education centres, clubs of cooperative farms, nurseries in towns and villages) are to-day administered by Local National Committees, 17,131 by District National Committees and 1,008 by Regional National Committees.

In the sphere of school inspection the function of central inspectors has been preserved, but at the same time the authority and responsibility of regional and district school inspectors have been substantially broadened. District school inspectors now carry out general supervision of all schools and educational establishments in their respective districts, administered by the educational and cultural departments of the Councils of District National Committees, regional school inspectors are charged with specialised supervision of most schools and educational establishments.

#### *The State Budget*

Expenditure on education and culture in the 1957 State Budget provides for the construction of a considerable number of new schools and other buildings which will result, for example, in more than 42,600 new places for schoolchildren at general schools and 1,400 new places in kindergartens. There are also funds for a further improvement in the material

equipment of existing as well as of new schools of all grades including kindergartens, and of extra-school and other adult educational and cultural establishments. In comparison with 1956 the number of kindergartens will this year increase by 1.7 per cent, the number of forms at general schools by 2.7 per cent and the number of school canteens also by 2.7 per cent. Expenditure on the building and running of schools and of other school and extra-school establishments administered by the Ministry of Education and Culture, including adult educational and other cultural facilities, this year amounts to 6,956 million 428 thousand Czechoslovak crowns, i. e. 6.4 per cent more than last year. Personal expenditure rises by 11.8 per cent as a result of increased salaries for teaching staffs, and material expenditure rises by 5.1 per cent. Of this amount the Ministry of Education and Culture centrally administers the amount of 1,690 million 311 thousand crowns, the National Committees 5,266 million 117 thousand crowns, most of which has been allocated to District National Committees.

#### *School Construction*

The construction of school buildings occupies a prominent place in our second Five-Year Plan. The Ministry of Education and Culture is now preparing plans for the construction of general school buildings by progressive methods. It is planned to build assembled school buildings, buildings made of blocks of bricks or of light concrete using pre-fabricated parts for ceilings and roofs.

Standard kindergartens, eight- and eleven-year secondary schools and national schools continue to be built during the current school year. The two-shift school attendance in large towns and cities is being somewhat reduced by the construction of school pavilions which are part of town development plans. A total of 91 school pavilions was built in Prague last year to relieve the pressure on existing schools. More university buildings are being constructed. Development projects are being drafted for other universities.

## II. QUANTITATIVE DEVELOPMENT OF SCHOOLS

A characteristic feature of the school year 1956-1957 is the continued development of all types of schools and the considerable increase in the number of pupils.

#### *Kindergartens*

The number of children attending kindergartens rose by 6.4 per cent in Czech regions and by 8.5 per cent in Slovakia. Compared with the previous school year 1955–1956 the number of children attending kindergartens increased by 16,526, i. e. by seven per cent. There was a total of 252,780 children attending kindergartens on September 30, 1956. There have been growing tendencies to turn these kindergartens into full-day facilities.

#### *General Schools*

The number of general schools of the national, eight-year and eleven-year school types increased by 67 schools. The total number of general schools now is 12,441. It is natural that with the growing number of forms and pupils the need for school space is also growing. In the present school year 1956–1957 the number of forms increased from 59,517 to 62,009, that is by 2,492, the number of pupils by 1.4 per cent. Compared with the previous school year the number of pupils at the first to eighth forms remained substantially the same, the number of pupils at eleven-year secondary schools increased by 8.9 per cent. The number of pupils leaving the highest form of eleven-year secondary schools was by 70.3 per cent higher than in the previous school year.

#### *Specialised Schools*

The number of specialised schools increased from 612 to 660 and the number of forms increased from 4,452 to 4,533. Out of this number the number of forms at pedagogical schools increased from 508 to 553 forms.

#### *Universities*

The number of university students increased by 2,937 full-time students of Czechoslovak nationality and 3,906 students in correspondence and other part-time forms of study.

#### *Schools for Youth Requiring Special Care*

Special schools, particularly schools for weak and sick children were further developed during the last school year. By the end of 1956 there

were 627 special schools with 2,254 forms in Czechoslovakia. Total attendance at these schools was 32,859 children and youths. They received special extraordinary care. This number includes all special schools for children of pre-school age (from three to six years) and of school age (from six to fourteen years), apprentices schools for graduates of special schools and schools attached to reform schools for young boys and girls between the ages of fourteen and eighteen.

#### *Educational Facilities for Working People*

The purpose of these facilities is to provide without interruption of employment the same education as normal school attendance provides at all types of schools. The various methods of study (evening schools, correspondence courses and externist study) enable working people to choose according to their previous school education and on the basis of their ability and working hours such a form of study course which suits them most.

The number of people taking advantage of these types of courses increases year by year, particularly at specialised technical schools where the number of newly accepted students in the school year 1956-1957 exceeded the planned number by 150 per cent. The total number of these part-time students at specialised schools increased from 36,964 in the last school year to 50,744 in the present school year, i. e. by 37.2 per cent, the number of part-time students at eleven-year secondary schools from 11,208 to 12,250. A great increase has been recorded at specialised schools in Slovakia where the number of part-time students increased from 8,830 to 12,805, i. e. by 46.3 per cent. New classes of evening schools are being established in various enterprises in order to make it even easier for working people to attend them.

### III. TEACHING PLANS, CURRICULA AND EDUCATIONAL WORK

The improvement of the quality of educational work continued systematically at all Czechoslovak schools in the present school year.

New handbooks were issued for school mistresses at kindergartens in order to improve their standard of instruction. Conferences on theoretical and practical problems of pre-school education were held in individual regions.



Directives were issued for teaching work at general and pedagogical schools. These directives provide for an intensification of polytechnical education, for improving the proficiency of pupils and the education of youth.

Further strides were made during the school year 1956-1957 in polytechnical education at general schools. The introduction of new technical subjects and the more systematic application of polytechnical elements in lessons of Nature science subjects, mathematics and drafting makes it possible to acquaint in ever increasing measure students with the application of the laws of Nature in industrial and agricultural production, to make them familiar theoretically and practically with the present state of industry and to teach them how to operate skilfully simple machinery.

New subjects of a technical character are gradually being introduced in more forms. In the school year 1956-1957 the following subjects were introduced in most schools in these forms:

First to third form: woodwork (one hour a week)

sixth form: practical lessons in school workshops and on school plots (two hours a week)

ninth form: practical lessons in engineering, electro-technical engineering and agriculture (two hours a week).

The aim of woodwork lessons is to provide a basis for instructing pupils in manual work, and the establishment of conditions for the successful teaching of technical subjects in higher forms. In addition this type of manual work helps to develop the processes of reasoning as well as esthetical feelings in pupils.

The purpose of practical lessons in technical and allied subjects is to contribute in connection with teaching subjects to the polytechnical education of pupils. These practical lessons in work furnish the pupils with basic knowledge of materials, machine tools and of work with them, give them some skill in the manual and machine processing of the main materials, make pupils familiar with the cultivation of economically important plants as well as with the rearing of livestock, promote the technical trends of thought in pupils and their capabilities for design and construction.

In the course of the present school year the essential conditions are being established for introducing these new subjects in other forms in the next school year.

The introduction of new technical subjects is being carried out simultaneously with the intensification and improvement of other polytechnical elements at schools. In Nature science subjects (in physics,

chemistry and biology) as well as in mathematics, laboratory and practical work lessons are being introduced, great attention is being paid to visiting industrial and agricultural enterprises. The activities of technical and gardening study groups are being further developed.

The material pre-requisites for polytechnical education have been considerably improved during the present year. The State allocation for the equipment of laboratories for Natur science subjects, for the purchase of school aids and for the equipment of workshops and plots was almost doubled. Enterprises which act as patrons of schools, and associations of parents and friends provide massive assistance by donating nonessential machinery, machine tools, materials as well as money to their schools. The most important measure, however, is the Government decision taken in February of this year which ensures all the necessary material conditions for introducing polytechnical instruction at schools.

The subject of drawing was also introduced in the eighth form, among the non-compulsory subjects conversation lessons in yet another modern language were introduced in the ninth, tenth and eleventh forms, musical lessons were re-introduced in eighth to eleventh forms and household work in sixth to eighth forms.

Concrete instructions for improving the teaching of all subjects were issued.

On the basis of new pilot curricula, which were approved by the Ministry of Education and Culture on the recommendation of a central commission of pedagogues composed of scientific workers and representatives of teachers, work has been started on trial textbooks for all subjects in the first, second, sixth and ninth forms. These textbooks will be issued by the beginning of the next school year 1957-1958 in order to make it possible to instruct pupils with these textbooks at fifty schools which will cooperate in the research for a new teaching plan and curricula.

All types of special schools for children of school age have new teaching plans and curricula. For apprentices schools (for blind, for deaf and dumb, for mentally backward pupils) teaching plans related to the introduced subjects were approved. New curricula are being worked out for defective children of pre-school age.

Teaching plans and curricula for pedagogical schools for training teachers of national schools and for training mistresses of kindergartens were re-drafted with greater emphasis on polytechnical education.

Courses at specialised schools were mostly of four-year duration in the present school year as hitherto. These courses follow on the general education acquired in the eight-year compulsory school.

Since more and more young people acquire their education at eleven-year secondary schools, specialised intermediate studies for graduates of these schools have been newly introduced. Out of the total number of students enrolled at specialised schools about one tenth are these pupils. In view of the fact that they have already higher general school education and are mentally more advanced, this study lasts only two years. Almost exclusively specialised subjects, both theoretical and practical, are being taught there. The specialised qualification of graduates of these study courses should be of the same level as that acquired after four-year courses, while the general education which they had earlier acquired at eleven-year secondary schools is broader than the general education given in the four-year courses at specialised schools. As a start such technical, economic, agricultural and health subjects have been selected in which the needs for specialists of the intermediate level are most urgent. In future the number of pupils attending those courses will be broadened as well as the number of subjects which may be studied in this way.

At universities a discussion on teaching plans and requirements for specialisation of graduates is going on at the present time. The teaching plans and curricula of individual subjects — particularly of basic study — have been amended in such a way as to follow on the teaching matter provided at eleven-year secondary schools. Teaching plans are also subjected to discussions concerning particularly the rising demands on the quantity of study material essential for studies in individual subjects and concerning the tolerable level of suitable study requirements of university students. The discussions and amendments of teaching plans and curricula in individual subjects will be completed by the introduction of new teaching plans in the school year 1959—1960.

The research centre for the manufacture of teaching aids has been transferred from the State Pedagogical Publishing House to the Study and Information Institute of Specialised Schools. Over 100 prototypes of teaching aids and toys have been prepared by this centre. They include equipment for chemical schools laboratories, an assembled transformer for physics, etc. Among the toys for kindergarten children are   toy mobile cranes, power shovels, etc.

The research centre has now being extended to include a department for school films, diafilms, series for epidiascopes and gramophone records.

The number of school films suitable for instruction purposes has risen to 623. A series of colour school films for lower forms about the four seasons of the year has been completed. New films for physics and chemistry concentrate on difficult teaching matter such as the expla-

nation of sound and its spreading, of centripetal and centrifugal force, of electro-lytical dissociation, etc. Films for physical training instructors and for kindergarten mistresses were also made. Great attention is being paid to diafilms. A series of mostly coloured diafilms for individual subjects for all forms are now being made. Series of gramophone records for teaching the mother tongue as well as foreign languages have been made. More films, both full-length and medium-length — of Czechoslovak and foreign production — have been chosen for school film performances. The new Czechoslovak colour feature film for children "Honzik's Trip" is particularly popular.

As far as textbooks are concerned the important thing is to ensure a sufficient number of textbooks and auxiliary teaching material for general schools. By September 1, 1957 a total of 111 textbooks for all eleven forms of general schools was published in 7,485,600 copies. In addition eighteen textbooks in 22,770 copies were issued for specialised schools, two textbooks for children of German nationality in 14,800 copies and six textbooks for Polish schools in 23,300 copies. Since September 1, 1957 the survey of the first stage of trial textbooks has been started. These textbooks will be issued in final form for all pupils from 1960. The first stage includes textbooks for the first, second, sixth and ninth forms and certain textbooks for the fourth and fifth forms. A total of 31 textbooks with an edition of 68,600 copies will be issued. Literature other than textbooks is being issued according to plan and in the next school year further fifteen books will be published in 430,600 copies. The quality of this school edition is being substantially improved, individual books are well designed and provided with commentaries adapted to the ages of pupils. The prices of these books are very cheap so that all parents can afford them and children thus acquire a small stock of their own books.

The Ministry of Education and Culture has decided to issue systematically textbooks and teaching aids for all special schools, particularly for blind, nearblind, deaf and dumb children, and for mentally retarded children. In all other special schools textbooks and aids approved for general schools or adapted from them are being used.

A total of 34 textbooks will be published in 201,250 copies for use at pedagogical schools.

Teaching material for specialised schools is being issued in the form of textbooks of which 91 will be published in 804,650 copies and in the form of rotaprinted teaching texts of which 187 titles are being planned in copies corresponding to the number of pupils in individual specialised subjects and in the total extent of 22 million printed pages.

For universities textbooks are being published according to a long-term plan which provides for textbooks or rota-printed texts to cover all

subjects by 1960. In the present year 57 textbooks with an average number of 2,000 to 3,000 copies will be published. In addition paper and financial funds have been allocated for the edition of 695 rota-printed texts in 268,910 copies. Collected volumes of scientific works of universities serve the promotion of scientific activity at universities. During the present year sixteen Czechoslovak universities will publish 65 collected volumes of scientific works for which both paper and finances have been secured.

#### IV. TEACHERS, THEIR TRAINING AND THEIR FURTHER EDUCATION

##### *Number of Teachers*

No substantial changes in the number of mistresses and school teachers took place at kindergartens during the present school year. At general schools the number of teachers rose by 4,141, at specialised schools by 903. At universities 123 professors and lecturers were added as well as 651 other teaching staff.

The training of teachers for all types of schools has not been changed substantially. Pupils who passed the eighth form are being accepted in pedagogical schools for the training of teachers at national schools and kindergartens. The course of study at these four-year schools is completed by a matriculation examination. A new way of training teachers is now under review. In this connection a pilot two-year course for graduates of eleven-year secondary schools will start at pedagogical schools for the training of teachers of national schools in Prague in the next school year 1957-1958.

Two-year higher pedagogical schools for teachers of 6th to 8th forms and four-year pedagogical colleges for teachers of the 9th to 11th forms and for teachers of general educational subjects at specialised schools are attended by pupils of eleven-year secondary schools after they have passed their matriculation examination. It is intended in future to close down the higher pedagogical schools so that the teachers of the sixth to eighth forms would also receive full university education as teachers of the ninth to eleventh forms receive to-day.

The activities of institutes for the post-college education of teachers and school staffs have developed and consolidated further during the present school year. The most extensive work of these institutes and centres is the aid which is being provided for advanced studies of teach-

ers; this is being carried out on a large scale. The aid includes pedagogical and ideologically specialised work aimed at teaching and the training of schoolchildren according to curricula and textbooks. A system of giving instructions on a central as well as on a regional scale has been introduced. These instructions deal mainly with the principles of work in individual subjects and branches of education, and take into account the views of the teachers. On a district scale this activity is carried out both by various forms of cooperation between district pedagogical centres and the teachers, and through pedagogical circles and commissions for various subjects at schools. Good results have also been achieved in the training of teachers for polytechnical instruction. This training is being carried out in special courses, seminars and exercises. During the current school year a so-called general systematic study course for teachers has been started. This concerns young teachers who have up to fifteen years of teaching practice. About 3,500 teachers take part in this course.

Successes have also been achieved in promoting the good experiences of outstanding teachers and schools. More than six hundred teachers have summarised their experiences from the practical teaching of their subject based upon theoretical study. The results of this labour are being evaluated in regions and read at meetings of teachers and also published in written form. 120 of the best works have been collected from the whole country for pedagogical use. Financial awards have been made by the Minister of Education and Culture for valuable works.

Of great importance are also pedagogical exhibitions organised by regional institutes and district centres. Teachers as well as the general public are able to see the concrete results of the work of good teachers and schools. Theoretical and practical conferences are also being held at which teachers exchange experiences with specialists in pedagogics. Regional institutes as well as the State Pedagogical Publishing House have issued numerous pedagogic publications this year.

Pedagogic magazines published by the Ministry of Education and Culture, in Slovakia by the Commissioner for Education and Culture, enjoy a wide circulation. A total of seventeen pedagogical magazines are published in the Czech language, four are published in Slovakia. In addition the Czechoslovak Academy of Sciences publishes the magazine "Pedagogika" (Pedagogics). A special magazine for Hungarian teachers is being published in Slovakia. In addition a "Teacher's Magazine" is published in the Czech and Slovak languages and the magazine "Family and School" is being published for parents both in the Czech and Slovak languages. For the benefit of staffs at student hostels and apprentices centres the magazine "Youth Educator" is being published.

## V. AUXILIARY AND EXTRA-SCHOOL BRANCHES

### *Health Care and Physical Training*

The care for the health of pupils increases year by year. Medical care is being provided for pupils at national health centres or at specialised health centres, at children's health centres or at health centres specially established for school children. The cost of running this health care is fully met by the State Budget.

At the beginning of 1957 the entire physical training movement in Czechoslovakia was re-organised. A single voluntary physical training organisation, — the Czechoslovak Union for Physical Training — has been set up. This new organisation also organises the extra-school activity of schoolchildren in various kinds of physical training and sport. In addition, physical training and sport groups are being organised in school for those pupils who, for one reason or another, cannot actively participate in the sports activities of the physical training organisation.

Schoolchildren and students take part in many physical training and sport events, for example, in the sport games of schoolchildren, in the sport games of youth and in Slovakia in student games. More and more skiing training courses are being held in the mountains, more and more forms, particularly from eight-year secondary schools, are organising these trips to the mountains and the training there by self-aid. The State foots the bill for about 20,000 pupils to take part in these winter training schemes in the mountains. Great attention is being devoted to the teaching of elementary swimming on a mass scale. During the past two years over 60,000 school children took part in this training scheme. The mass participation in these schemes is constantly growing.

Tourist hiking is being systematically encouraged among schoolchildren and students. A total of 48,000 schoolchildren are members of tourist and historical circles. These children make regular outings throughout the school year. Some 200 hostels with a capacity of 32,000 beds have been made ready for student hikers during the summer. 21,800 children took part in tourist orientation contests as a result of their membership in tourist circles. Regional centres of young tourists and the tourist departments of Pioneer Palaces promote tourism throughout the country.

Youth stadiums for children of employed parents also serve health and educational purposes. Children are able to practise all kinds of sport and games on a mass scale after school at these stadiums. They are already available for schoolchildren in Prague, Ostrava, Pardubice and elsewhere.

#### *Social Assistance*

The pupils at specialised schools and university students receive food, accommodation and scholarships. Food is provided for all pupils and students who apply for it. In granting scholarships and accommodation the decisive point of view is social need and proficiency at school. During the current school year the limit of the net earnings of parents and the amount deducted for each child have been raised for granting university scholarships. A total of 300 million crowns is being paid for scholarships of students of specialised schools and universities this year. At the present time further student hostels with a capacity of 1,000 beds are under construction and more will be built in the immediate future.

School meals are provided on a larger scale during the present school year. The number of school canteens has risen from 5,151 to 5,342 and the number of schoolchildren receiving school meals has risen from 537,718 to 598,321.

#### *Extra-School Activity of Pupils*

The Czechoslovak Union of Youth is a cultural mass organisation which looks after children outside the normal school activities.

Schools themselves organise for their pupils various interest and hobby groups outside of school hours. Their task is to deepen and supplement the knowledge gained by children during school lessons and to widen the cultural horizons of schoolchildren. In view of the fact that with the promotion of polytechnical education workshops are being established and equipped at schools and that those schools which did not have their own gardens have received from the local authorities ground for gardening plots, the technical and gardening groups at schools have strikingly increased in numbers during the past year. The "child art creativeness competition" is successfully developing and has encouraged many new schoolchildren to take an interest in esthetic and cultural circles. Some 5,000 ensembles and over 100,000 individuals took part in this year's competition.

After-school groups for pupils look after those whose mothers are employed. The number of these groups has increased this year from 2,003 to 2,091. They have 3,958 units attended by 140,965 pupils. The main task of these groups this year is to work out such programmes which would attract the interest of older pupils in these groups.

Most schoolchildren are organised in the branches of the Czechoslovak Union of Youth. In the Pioneer organisation (for children between the



ages of eight and fourteen) seventy per cent of schoolchildren are organised this year. 95 per cent of youth are organised in the school branches of the Union (youth over the age of fourteen). The members of the organisation come together in club houses, in Pioneer Palaces and in club-rooms where they are able to develop all kinds of sport and physical training activities, cultural interest groups, visits of cultural events, etc. Hiking was being encouraged among pupils to a greater extent this year.

Older boys and girls are this year devoting much energy to the preparations for the Sixth Festival of Youth and Students in Moscow. These pre-Festival preparations culminate in local, district and regional "Festivals of Youth" which are reviews of the year-long work of groups in sport, in cultural activities, and of their participation in the building of their homeland.

Cultural and mass organisations have established this year new facilities for youth (puppet theatres, libraries, reading rooms, etc.), and have organised outings with children, interest groups, etc.

A great deal of care is being devoted to children during the summer holidays. The schools, the Czechoslovak Union of Youth and trade union organisations are organising summer camps for pupils between the ages of seven and fourteen years. It is estimated that some 120,000 children will spend part of their summer holidays in these camps. They are mostly located in beautiful country and in healthy places. This makes it possible to give every year pupils from industrial cities a chance to spend several weeks in the countryside and thus to strengthen their health.

#### *Parents' Associations*

Pedagogical propaganda among parents this year has improved strikingly. The number of lectures about educating children has increased, their quality has improved and this was reflected in a considerable increase in attendance. These lectures are being organised by associations of parents and friends of school together with the school administration, with the trade union organisations, with the regional institutes for post-college education of teachers, with district pedagogical groups and with the Society for the Advancement of Political and Scientific Knowledge. These lecture courses are planned for the entire year and form so-called universities for parents. The lectures are being held even in remote villages and at schools which only have a few forms. Pedagogical exhibitions are being held at schools and in district and regional towns. The Press and the radio in the provinces are devoting increasing attention to questions relating to the education of children. The State Radio con-

tinues in its regular programme "Speaking with Parents" some of whose lectures also appear in print. The magazine "The School and the Family" attracts more and more readers who also send in their own contributions. "Letters to Parents" which are being published by schools together with the associations of parents and friends of schools sometimes also assume the character of pedagogical magazines. Village newspapers also write about the school and about education. The results of this pedagogical propaganda have this year been also reflected in the tremendous increase of interest in education and study, and by the large number of applicants of study at selective schools.

#### VI. SCIENTIFIC PEDAGOGICAL INSTITUTIONS

The basic scientific institutions in pedagogics are the Jan Amos Comenius Pedagogical Institute at the Czechoslovak Academy of Sciences in Prague and the Department of Pedagogics at the Slovak Academy of Sciences in Bratislava. Both have been established in the present form on January 1, 1957. Their task is to promote by basic research the theory of pedagogics, to publish the works of Jan Amos Comenius and to co-ordinate scientific research work in pedagogics throughout Czechoslovakia. Both institutes work primarily on the theory of education and teaching, on the history of pedagogics with special regard to studying progressive national pedagogical traditions, particularly the works of Jan Amos Comenius. Research in pedagogical psychology is also being planned.

The Pedagogical Research Institute in Prague with its branch in Brno and the Pedagogical Research Institute in Bratislava have become institutes of the Ministry of Education and Culture and of the Office of the Commissioner of Education and Culture. On the basis of data of pedagogical and psychological theory and of their own scientific research work they help to promote socialist education and teaching at general and specialised schools, at kindergartens and at special schools, at extra-school educational establishments and in the youth organisation. They are investigating the concrete processes of education and teaching, the processes of learning and of the development of the pupil's personality, they are studying the problems relating to teaching plans, curricula, textbooks and school aids, they are analysing and summarising the experiences of outstanding teachers and educators. The results of their work are being published, pedagogical handbooks for teachers and educators are being drawn up on their basis and proposals are being submitted to the Ministry of Education and Culture for applying scientific data in practice. The principal lines of research of these institutes are:

a) moral, esthetic, physical, polytechnical education, extra-school education and education in the family, education in the Pioneer and Youth organisations;

b) didactics and methodical school instruction;

c) pre-school education;

d) pedagogical psychology;

e) school hygiene.

The pedagogical university colleges in Prague, Olomouc, Bratislava and Prešov and the higher pedagogical schools in Prague, České Budějovice, Plzeň, Ústí-on-the-Elbe, Brno, Ostrava, Bratislava, Bystřice and Prešov also carry out scientific research in pedagogics and pedagogical psychology.

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